



SPECIAL EDUCATION

ACADEMY PRESCHOOL

Learning knows no bounds.

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Preschool Program Specialist
281-5399

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Special Education Director
281-5026

INTRODUCTION

Welcome to the Preschool Program! The preschool staff sincerely hopes that you and your child have a successful, enjoyable year.

Included in this booklet is a general description of our Preschool Special Education Program. We have developed a continuum of services to meet the needs of students, and these are also described for you. Although some variations in daily schedules occur in different program locations, each child will have individual objectives based on his/her area(s) of need. Objectives in the following areas may be included in each child's individual program: Social, Self-help, Communication, Cognitive, Gross Motor, and Fine Motor. Both the child's strong and weak areas receive attention individually, in small groups, and in whole group settings.

Teachers will assist the family in finding services and will collaborate with specialists, therapists, and other agencies to ensure an integrated and appropriate program for each child.

Besides additional general guidelines, we have included the following information for your use:

- ☐ List of current Preschool Special Education sites
- ☐ Preschool Screening Calendar
- ☐ Billings Public Schools Calendar
- ☐ Explanation of Positive Behavior Support and how this approach is used in our classrooms.
- ☐ Information on the importance of play in the development of children.
- ☐ List of milestones in typical childhood development.

The entire preschool staff is looking forward to working and playing with your child to help him/her accomplish as much as possible during the school year.

CAREER CENTER EARLY CHILDHOOD EDUCATION PROGRAM

The Academy Preschool is fortunate to be involved in the Career Center Early Childhood Education (ECE) Program for High School students. The ECE class at the Billings Career Center is program for high school students who are considering careers working with young children. The class is a dual credit course; meaning college and high school credit can be earned.

In the class they learn about all areas of child development and appropriate methods of teaching and guiding young children. They are introduced to many career choices including teaching preschool, elementary, and special education. The class consists of classroom lecture and hands-on lab time each week. In addition to the Career Center Preschool lab, some students are given the opportunity to have hands-on experience in the BPS Special Ed. Preschool classes at the Academy Preschool located at the Career Center. While in the lab setting of Career Center Preschool and the Special Ed. Preschool, high school students are constantly supervised and directed by the adult teachers in the room. High school students are not allowed to lift or carry any child, go into the bathroom with a child, or ever be alone with a child.

SERVICE DELIVERY OPTIONS

HOME PLACEMENT:

- ☐ Services are provided in the child's home
- ☐ Teacher visits are generally once per week
- ☐ Instruction given in domain areas as needed

SCHOOL-BASED SPEECH THERAPY:

- ☐ Therapy provided by a Speech-Language Pathologist
- ☐ Time determined by IEP Team
- ☐ Service provided in a neighborhood school

COMMUNITY PLACEMENT:

Placement determination made through IEP Team meeting

- ☐ Placement provided within a private preschool program located at the Career Center lab.
- ☐ 2 $\frac{1}{2}$ hour sessions, three mornings per week
- ☐ 2 $\frac{1}{2}$ hour sessions, four afternoons per week
- ☐ Students fully included in preschool classrooms with special education support

HEAD START WITH PRESCHOOL:

Placement determination made through IEP Team meeting

- ☐ Child must be three years old by September 10th or four years old by September 10th (number of three year olds and number of four year olds determined by Head Start program requirements)
- ☐ 4 hour sessions, four days per week-may be morning or afternoon
- ☐ Students fully included in Head Start classrooms with special education support
- ☐ Family must complete a Head Start application form and also qualify for Head Start
- ☐ The program runs from mid-September through the end of May and is located at Head Start Building at North Park.

SELF-CONTAINED CLASSROOMS:

- ☐ Student needs small group instruction and a structured environment.
- ☐ Available 2, 3, 4 or 5 days/ week as determined by IEP Team meeting.
- ☐ 2 ½ hour days morning or afternoon.
- ☐ Located in the Academy Preschool at the Career Center.

STAR CLASSROOM:

(Strategies for Teaching based on Autism Research)

Program for children who appear to have specific behaviors that have limited their progression on goals in prior classrooms or in their early intervention experiences. These behaviors may include impairments in communication, social interaction, restricted, repetitive patterns of behavior and or interests, unusual responses to sensory experiences, and difficulties with change of routine schedules.

- ☐ Most restrictive setting
- ☐ Children ages 3-5.
- ☐ 2 ½ hour sessions, five mornings per week.
- ☐ Therapies are provided by consultative model only. Individual, direct therapies are unavailable at school while enrolled in the STAR program due to a primary focus on behavioral modification.
- ☐ The team will determine when therapies are able to be re-introduced.
- ☐ Classroom at the Academy Preschool is a designated training site.

CLASSROOM VISITATIONS:

We welcome classroom visitations. We feel parents need to be actively involved in their child's program and visits to the classroom make a more coordinated and successful program. We also believe we have a model preschool program with highly qualified staff.

In an effort to protect the privacy of all of our students we request that you make the classroom teacher aware of desire to observe/visit, within a week. The reasons for the advanced notice include:

- ☐ Teachers/therapists can inform you of your child's schedule and discuss day and time.
- ☐ In an effort to minimize distractions only one or two visitors may observe at a time.
- ☐ A confidentiality agreement must be signed prior to the visit.
- ☐ Confidential information may be shared only between the teacher and the child's parents.
- ☐ If you have questions, please arrange a time to visit with the teacher when classes are not in session.
- ☐ Please check in at the office and make them aware that you are in the building before going to the classroom, even though the teacher is expecting you.

*** If you do not have a child currently enrolled in our program we request all visits take place when class is not in session. Those times are 10:30-11:45 and 2:30-3:30 Monday thru Thursday and all day Friday.

REQUESTED SUPPLIES:

Each teacher will send home a list of supplies that your child may need during the year. We suggest that you send a change of clothes that could remain at school. These would be used in the event of an accident. If your child uses diapers, it is the parent's responsibility to supply them. Usually a large box of diapers is most convenient and when your child runs low, the teacher will send home a note requesting more. Please mark all your child's belongings including hats, mittens, coats, sweaters, boots, and toys.

ATTENDANCE:

As you know, the program's success, like that of any educational endeavor, depends greatly upon regular attendance. We ask for your cooperation and support in keeping your child's attendance as consistent as possible.

The preschool staff will closely monitor your child's performance and progress. Should it become apparent that his/her progress is being hindered by frequent absences, you will be contacted. Inconsistent attendance is a major concern for both the school and the parent because it jeopardizes benefits your child would otherwise be receiving through participation in the preschool program. For this reason, if attendance-related difficulties arise, a discussion will be held with you regarding the value of your child's continuation in the program.

Generally, attendance in the preschool program has been good and we wish to thank you for your efforts in this regard. If you have any questions, please contact your child's teacher.

BUSING:

First Student Transportation
425 Sugar Ave
248-3667

Billings Public Schools'
Transportation Services
1470 Industrial Avenue
281-5595

Busing is provided at no cost to the parents, if the IEP determines there is a need. The children are picked up and delivered to a location close to their home. Billings Public Schools contracts busing services with First Student Transportation. If your child is going to be absent from school, please notify both the child's school and the bus personnel. If your child will not be riding the bus, please notify the bus company so they need not make your stop.

Parents must be present when preschoolers are dropped off at home. If no adult meets the bus, the child will be taken to First Student's bus barn at 425 Sugar Avenue. It will then be the parents' responsibility to pick up the child at that address.

If you are requesting an address pick-up or drop-off change, contact your classroom teacher. Please realize that it may take at least five school days for busing changes to become effective.

COST AND FUNDING:

A combination of federal, state, and local school district monies fund the preschool program. There is no cost to the child or parents for the agreed upon preschool services or transportation provided.

**Billings Public Schools
Preschool Special Education
Program Description**

Mission:

Our preschool program provides early intervention for children with disabilities and assists in the development of skills necessary for future success and independence. The district's preschool curriculum emphasizes developmentally appropriate practices and individualized and group instruction utilizing an interdisciplinary approach. The program's focus is to providing for each child's educational needs by collaborating with families and developing community partnerships. We provide a continuum of services to promote less restrictive placements for our preschool children as they enter school-aged programs.

Child Eligibility:

Children who reside within the Billings Public Schools elementary boundaries are referred to our preschool program through a variety of sources. Eligible children can receive preschool services beginning on their third birthday and may stay until they enter into a Kindergarten or full-day school-aged program. The district adheres to state established criteria guidelines to determine eligibility for services. All children must show significant delays and a need for special education to qualify for preschool services.

Assessment:

Preschool eligibility will be determined through standardized evaluation results. The program will use best practices in the selection of evaluation tools when determining eligibility. It is our practice, to review or re-determine the need for continued services annually. If a child's continued eligibility is questioned, a reevaluation is required before exiting.

Standardized assessments are not needed yearly. Like all of the District's programs, staff will do essential skills assessments on all preschool children annually. The purpose of this assessment is to document student growth and progress which is a federal and state requirement. Parental consent for the Essential Skills is not required.

Instruction:

The instructional focus of the preschool program is to provide developmentally appropriate activities that promote development consistent with typically developing preschoolers. Individual and group activities are provided based on the needs of each child, helping children to be able to benefit from whole group instruction, which is most common in general classroom environments. Emphasis will be placed on the essential skills which are the most critical goals for school success.

Young children progress best in structured programs with daily routines. Regular attendance is a critical component necessary for continued child progress.

Preschool provides activities that meet the needs of children with various learning styles by using a variety of modalities. The program is committed to building on a child's strengths to remediate a deficit area. By Office of Special Education Programs and OPI requirements, preschooler's progress must be annually reported. In order for our students to make adequate growth, a good share of the classroom activities must focus on literacy and numeration skills. The following daily schedule has been developed by teachers and approved by administration and is expected to be used in planning.

*10 mins each arrival & departure routines

*15-20 mins. Circle time (teach Matrix behavior expectations and routines. Direct instruction in specific language, literacy, numeration,

social skills, play skills, explain or demonstrate learning center activities.

*Individual or small group instruction (IEP objectives that need to be taught in this setting or STAR curriculum. Children can be pulled out during Learning Centers.)

*45 mins.-1 hour (3-15 min. blocks, or 4-15 min. blocks) Learning Centers with limit to number in each center, work is individualized (tub time) with a beginning, middle and end to practice or review a learned skill and to focus on independence. Centers should be monitored and or small group instruction provided.

*20 mins Indoor or Outdoor Free Play (total time per day should not exceed 20 mins.)

*15 mins. Snack time

*15-20 mins. Small group Activity focusing on Language, unit, literacy, or numeration, story time.

*10 mins. Bath rooming

Research-Based Preschool Programs Used

STAR- Program for specifically identified children with autism or significant attending concerns using an ABA (Applied Behavioral Analysis) approach. Students are not required to be placed in the STAR program in order to be assessed and participate in the STAR curriculum. This curriculum will be used for any child who exhibits significant attending deficits and who cannot imitate.

S'cool Moves- Program for integrated movement.

Visual Schedules- Use of visual schedules for students who have transition concerns.

Routine Instruction- Teaching school specific routines to facilitate greater independence.

Preschool Essential Skills- Incorporates federal preschool outcomes and district determined skills needed for greatest student benefit and are required in reporting.

Positive Behavior Supports- Program for students in need of a structured behavioral approach incorporating an ABA (Applied Behavioral Analysis) approach to teach needed replacement behaviors.

Handwriting Without Tears- Structured program to develop pre-printing skills in preschoolers.

Directed Play- Structure play activities which promote learning and practice of skills in all developmental areas.

Reporting Progress:

Federal law requires that parents of children with disabilities be informed of their child's progress on annual goals at least as frequently as parents are informed on their nondisabled children's progress.

Generally preschool age children do not receive report cards. However, a progress reports will be sent out at the same intervals as elementary report cards.

FAPE (Free Appropriate Public Education):

Free appropriate public education or FAPE means special education and related services that

- ☐ Are provided at public expense, under public supervision and direction; and without charge;
- ☐ Meet the standards and requirements of the State Education Agency
- ☐ Include an appropriate preschool, elementary school, or secondary school education;
- ☐ Are provided in conformity with an Individualized Education Program (IEP) that meets the requirements of Federal Regulations 300.324.

Extended School Year (ESY):

Billings Public Schools provides extended school year services to those special education students requiring extended instruction and intervention based on the following criteria:

- ☐ The school has documented significant regression of learned skills during breaks in services.
- ☐ The school has documented that not only has the student regressed in skills, but that the student's rate of relearning lost skills takes longer than nine weeks after services are resumed in the fall.
- ☐ The IEP team determines on an individual basis that ESY services are necessary.

Transitions:

Transition from preschool to regular school-aged programs requires a well-formulated and orchestrated plan that should begin at least one year prior to the transition date. The plan must include:

- ☐ Parent involvement.
- ☐ Completion of the Transitional Skills Assessment to determine the priority skills needed for successful placement in the least restrictive environment, when appropriate.
- ☐ An IEP that focuses attention on the upcoming transition and independence.
- ☐ An examination of the intensity of services in the current and anticipated placements and a plan to adjust the level of services to the anticipated placement levels (e.g., this may include mainstreaming opportunities if regular kindergarten was the next environment.)
- ☐ Anticipated future site parent observations to be arranged for by the preschool teacher, if appropriate.

Ongoing communication between sending and receiving schools is a critical responsibility of the preschool program.

ADDITIONAL INFORMATION.....

Preschool Special Education Sites

Preschool Screening Calendar

Billings Public Schools Calendar

Positive Behavior Support

The Importance of Play

Milestones in Typical Childhood Development

2016/2017 PRESCHOOL SPECIAL EDUCATION CLASSROOMS

(Revised 9/2/2016)

Room 12/Office

Amy Berry-Welch, Program Specialist

281-5399

<u>CAREER CENTER</u>	<u>Class Times</u>	<u>Class Days</u>	<u>Start Date</u>	<u>End Date</u>
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<u>Room 3</u>	8:00 – 10:30 a.m.	M/W & T/TH	9/06/2015	5/19/2016
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Jeana McClusky	12:00 – 2:30 p.m.	M/T/W/TH/F	9/06/2015	5/19/2016
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281-5394

<u>Room 4</u>	8:00-10:30 a.m.	M/W/F & T/TH	9/06/2015	5/19/2016
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Shannon Long	12:00-2:30 p.m.	M/T/W/TH	9/06/2015	5/19/2016
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281-5395

Room 5

Melissa Hawkins	8:00-10:30 a.m.	M/T/W/TH/F	9/06/2015	5/19/2016
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281-5396	12:00-2:30 p.m.	M & T/W/TH	9/06/2015	5/19/2016
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<u>Room 7</u>	8:00-10:30 a.m.	M/W & T/TH	9/06/2015	5/19/2016
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Joanne Kamps	12:00-2:30 p.m.	M/T/W/TH/F	9/08/2015	5/19/2016
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281-5397

<u>Career Center Lab</u>	8:15-12:15 p.m.	T/W/TH	9/12/2015	5/19/2015
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Shirley Waldron	12:15-4:15 p.m.	T/W/TH/F	9/12/2015	5/19/2015
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281-5361

OTHER PRESCHOOL SERVICES

<u>Head Start</u>	8:00-11:30 a.m.	M/T/W/TH	9/06/2015	5/19/2016
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Candy Kolstad	1:00-4:30 p.m.	M/T/W/TH	9/06/2015	5/19/2016
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255-3884

615 N. 19th St.

PRESCHOOL SECRETARY

Karena Econom, Student Services

281-5026



ACADEMY PRESCHOOL CALENDAR

BILLINGS PUBLIC SCHOOLS
2016-2017

Approved 4/20/15

AUGUST 2016						
Su	M	T	W	Th	F	Sa
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21	P	P	P	25	26	27
28	29	30	31			

SEPTEMBER 2016						
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OCTOBER 2016						
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NOVEMBER 2016						
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27	28	29	30			

DECEMBER 2016						
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25	*	*	*	*	*	31

JANUARY 2017						
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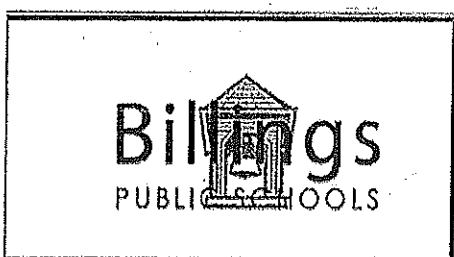
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MARCH 2017						
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APRIL 2017						
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23	24	25	26	27	28	29
30						

MAY 2017						
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28	*	30	31			

JUNE 2017						
Su	M	T	W	Th	F	Sa
				1	P	3
4	5	6	7	8	9	10



	First and Last Day of School	August 25, June 2
E	Elementary Early Outs	Sept. 22, Oct. 19, Nov. 22, Feb. 9, Apr. 12
P	PIR Days	Aug. 22 - 24, Oct. 20 - 21, Jan. 16, Apr. 3
	End of Quarter	Oct. 28, Jan. 13, Mar. 24, June 2
*	Vacation or Holiday	Sept. 5, Nov. 23-25, Dec. 23, 26-30, Jan. 2, Feb. 10 & 13, Apr. 13-14, 17, May 5, May 29 (Total - 18 days)

Positive Behavior Support

What is Positive Behavior Support (PBS)? PBS is an approach to preventing problem behaviors by teaching expected behaviors and responding to discipline problems in an effective way.

Our goals are to create and maintain safe learning environments for the children in our program and to teach them the social skills they will need in school and in life.

Each teacher uses PBS a little differently, due to location differences, although everyone has the same three behavior expectations:

BE SAFE, BE RESPONSIBLE, BE RESPECTFUL

We don't assume that children know how to behave in a "school way" when they are in our classrooms. We teach those skills to everyone. The rules shown below are posted in the classroom and students are systematically taught each rule.

Social skills are just like pre-academic skills- they must be taught. Everyone teaches the children what appropriate behavior looks like throughout the day. Adults model the behavior for the children, give the children many opportunities to practice the behavior, and point out when the children are being safe, responsible, or respectful.

When the behavior is not acceptable, the adult points that out. For example, if a child leaves an area without cleaning up, the adult says, "Our rule is to be responsible and clean up our toys. Can you show me? Do we need to practice?"

Many of our teachers use the following behavior management strategies:

- ❑ **PRECORRECTION**- reminding children of the expected behaviors before an activity begins.
- ❑ **BODY CHECKS**- Teaching children what they should be doing in different areas of the building and then remind them to check to make sure that they are where they need to be.
- ❑ **TIME AWAY**- At times, each of us need a little time away to regain self-control. Our students may be asked to leave an activity for a short period of time to calm down or demonstrate appropriate behavior. When a child's behavior is dangerous to our self and others, he/she may be asked to move to a designated safe spot in the classroom.
- ❑ **INDIVIDUAL BEHAVIOR PLAN**- If a child is having great difficulty managing their behavior in the classroom, an individual plan may be written to help him/her learn appropriate replacement behaviors.

The Importance of Play in Early Childhood

The American Academy of Pediatrics notes that play affects a child's physical, emotional and cognitive development. Just taking 20 minutes or so each day to play with your child, as well as making an effort to make and keep play-dates with other children, can benefit your little one in numerous ways.

- ❑ During play, Children learn new skills and practice existing ones.
- ❑ Play incorporates learning in all of the developmental domains; Language, Social, Self help, Cognitive, and motor skills..
- ❑ Play is a way of taking information from the world and organizing it.
- ❑ Play can increase role-playing and social problem solving.
- ❑ Play can foster social development and promote cultural diversity awareness. Through play and games, children learn about the similarities and differences in others.
- ❑ Play allows for the practice and generalization of skills learned in structured lessons.
- ❑ Play is a way to help children communicate and work through emotional problems.
- ❑ Play is a natural way to promote the inclusion of children with disabilities. Children playing together learn about one another and become more accepting of their individual differences.

TYPICAL CHILDHOOD DEVELOPMENT

AGES & STAGES - THREE-YEAR OLDS

Lesia Oesterreich, M.S.
Family Life Extension Specialist
Human Development and Family Studies
Iowa State University

The 3-year-old is full of wonder and spends a lot of time watching, observing, and imitating. Their days are filled with busy exploration of their world.

Three-year-olds are interested in perfecting motor skills, and it is common for them to spend the entire morning going down the slide or riding a favorite tricycle.

Three-year-olds have very little memory for past events and do not understand "yesterday" and "tomorrow" the way adults do. They often repeat activities or may do and undo actions such as putting a puzzle together. These sequences are important to later understandings of change and consistency.

INTELLECTUAL DEVELOPMENT

- talks so that 75 to 80 percent of his speech is understandable
- talks in complete sentences of 3-5 words. "Mommy is drinking juice. There's a big dog."
- stumbles over words sometimes - usually not a sign of stuttering
- enjoys repeating words and sounds
- listens attentively to short stories and books
- likes familiar stories told without any changes in words
- enjoys listening to stories and repeating simple rhymes
- able to tell simple stories from pictures or books
- enjoys singing and can carry a simple tune
- understands "now, soon, and later"
- asks who, what, where, and why

PHYSICAL DEVELOPMENT

- weight: 25-44 pounds
- height: 34-43 inches
- develops a taller, thinner, adult-like appearance
- develops a full set of baby teeth
- needs approximately 1,300 calories daily
- sleeps 10-12 hours at night
- sleeps through most nights without wetting the bed (occasional accidents are still quite common)
- uses the toilet with some help (many boys may not be ready for toilet learning until sometime during their third year)
- puts on shoes (but cannot tie laces)
- dresses self with some help (buttons, snaps, zippers)
- feeds self (with some spilling)
- tries to catch a large ball
- throws a ball overhead
- kicks a ball forward

questions

- stacks 5-7 blocks
- enjoys playing with clay or play dough (pounds, rolls, and squeezes it)
- can put together a 6-piece puzzle
- draws a circle and square
- recognizes common everyday sounds
- matches an object to a picture of that object
- identifies common colors such as red, blue, yellow, green
- can count 2-3 objects
- can solve problems if they are simple, concrete, real, and immediate, and if wants to
- interested in similarities and differences
- can distinguish, match, and name colors
- interested in features of animals that make them unique
- has good self-knowledge; can understand difference between self and younger children, but not between self and older children
- can say his age

- hops on one foot
- walks short distance on tiptoes
- climbs up and down a small slide by self
- pedals a tricycle
- walks on a line
- can stand, balance, and hop on one foot
- jumps over a 6" barrier
- can feed self with spoon and small fork; often butters bread with knife
- can use toilet independently
- can brush teeth, wash hands, get a drink
- interested in handling food and cooking procedures

SOCIAL AND EMOTIONAL DEVELOPMENT

- seeks attention and approval of adults
- sometimes shows preference for one parent (often the parent of the opposite sex)
- accepts suggestions and follows simple directions
- enjoys helping with simple household tasks
- can make simple choices between two things
- enjoys making others laugh and being silly
- enjoys playing alone but near other children
- spends a great deal of time watching and observing
- enjoys playing with other children briefly, but still does not cooperate or share well
- enjoys hearing stories about self
- enjoys playing "house" enjoys imitating other children and adults
- answers whether he is a boy or a girl
- expresses interest in ethnic identities of self and others if exposed to a multicultural setting

IDEAS FOR CAREGIVERS

- Be patient with toileting. Many children (especially boys) will not be ready for toilet learning until after age 3. Accidents will happen for a while; treat accidents calmly and

TYPICAL CHILDHOOD DEVELOPMENT

AGES & STAGES - FOUR-YEAR-OLDS

Lesia Oesterreich, M.S.
Family Life Extension Specialist
Human Development and Family Studies
Iowa State University

"Energetic" and "imaginative" best describe the 4-year-old. Often impatient and silly, they discover humor and spend a great deal of time being silly and telling you "jokes." A 4-year-old's language may range from silly words such as "batty-watty" to profanity. Loud, boisterous laughter may accompany such language.

Imagination suddenly becomes greater than life for the 4-year-old, who often confuses reality and "make-believe." Wild stories and exaggerations are common.

Four-year-olds feel good about the things they can do, show self-confidence, and are willing to try new adventures. They race up and down stairs or around corners, dash on tricycles or scooters, and pull wagons at full tilt. You still need to watch them closely as they cannot estimate their own abilities accurately and are capable of trying some outlandish and dangerous tricks.

INTELLECTUAL DEVELOPMENT

- can place objects in a line from largest to smallest
- can recognize some letters if taught, and may be able to print own name
- recognizes familiar words in simple books or signs (STOP sign)
- understands the concepts of "tallest, biggest, same, more, on, in, under, and above"
- counts 1-7 objects out loud - but not always in the right order
- understands the order of daily routines (breakfast before lunch, lunch before dinner, dinner before bed time)
- speaks in fairly complex sentences. "The baby ate the cookie before I could put it on the table."

PHYSICAL DEVELOPMENT

- weight: 27-50 pounds
- height: 37-46 inches
- uses a spoon, fork, and dinner knife skillfully
- needs 10-12 hours sleep each night
- dresses self without much assistance (unzip, unsnap, unbutton clothes; lace but not tie shoes)
- can feed self, brush teeth, comb hair, wash, dress, hang up clothes with little assistance
- walks a straight line
- hops on one foot
- pedals and steers a tricycle skillfully
- jumps over objects 5-6 inches high
- runs, jumps, hops, and skips around obstacles with ease
- stacks 10 or more blocks
- forms shapes and objects out of clay or play dough, sometimes human

matter of factly. Avoid shaming a child.

- Encourage development of hand-eye coordination by providing large buttons or old beads to string on a shoe lace.
 - Play ball - show children how to throw, catch, and kick balls of different sizes.
 - Show children how to hop like a rabbit, tiptoe like a bird, waddle like a duck, slither like a snake, and run like a deer.
 - Talk frequently with children; use short sentences, ask questions, and listen.
 - Add new information to your children's sentences. "Yes that's a flower - it's a tall, red flower and it smells so good."
 - Teach children to memorize first and last names.
 - Provide books for children to read, and read the same books to them. Read poetry and nursery rhymes. Encourage a child to repeat a story and discuss the ideas and events. Read titles and point to important words on pages, packages, and street signs.
 - Encourage interest in reading and writing by sharing a grocery list or note for parents. Provide paper, small notebooks, and markers for use in dramatic play.
 - Count objects of interest; for example cookies, cups, napkins, or dolls. When possible, move one at a time as you and the children count. Measure, and have children help measure and count as you follow a recipe.
 - Explain why and how things happen with the help of a reference book. Help them do simple science activities like magnetic attraction, freezing water, planting seeds, making a terrarium, and flying kites on a windy day.
 - Provide sets - toys and other objects that go together. Discuss similarities and differences. For example, point out sequences in cooking. Let children experiment with faucets, tools, light switches, knobs, latches, and toys that come apart.
 - Sing simple songs. Make simple rhythm instruments: oatmeal box or coffee can drums, rattles of dry beans in a box, etc. Encourage a variety of body movements and dance to music of many kinds. Play musical games such as "London Bridge," "Ring-around-the-Rosie," and "Farmer in the Dell."
 - Encourage free expression in art projects. Avoid asking "what" children are drawing. Three-year-olds may not know or care, but simply enjoy the process of drawing.
 - Ask parents to bring baby pictures. Talk about "When you were a baby."
 - Draw a face on an old sock and show children how to "talk" with puppets.
 - Talk about colors, numbers, and shapes in your everyday conversation. "We need ONE egg. That's a RED car. The butter is in this SQUARE box."
 - Ask for help with very simple household tasks such as putting the napkins by each plate, putting socks in the drawer, watering plants, or stirring the muffin batter.
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IDEAS FOR CAREGIVERS

- Read aloud each day and encourage children to look at books on their own. Provide alternative reading material with a collection of outdated coupons, junk mail, newspaper ads, and old cereal boxes.
 - Say nursery rhymes and fingerplays together. Encourage 4-year-olds to tell stories to younger children.
 - Encourage interest in writing and words. Provide children with paper and notebooks for writing. Print letters and numerals on art work, and label toy shelves with pictures and words that describe objects.
 - Provide a variety of art experiences. Make play dough. Create collages from magazine pictures, fabric, wallpaper, and newsprint. Encourage children to experiment with new media like wire and cork, soda straws, string, or yarn. Teach children to mix different colors with paint.
 - Teach important number and space concepts. Sort and count everything in sight, like silverware, socks, rocks, leaves, etc. Talk about things being in, on, under, behind, beside, before and after, larger than, too far, etc.
 - Teach children the correct use of the telephone.
 - Four-year-olds have a strong need to feel important and worthwhile. Praise accomplishments, and provide opportunities to experience freedom and independence.
 - Teach the use of landmarks to find their way around your neighborhood.
 - Encourage physical development. Play follow the leader. Pretend to walk like various animals. Set up an obstacle course indoors with challenges such as crawling, climbing, leaping, balancing, and running across stepping stones. Encourage walking with a beanbag on the head.
 - Promote respect for life and living things by letting them help you build a bird feeder and hang it up. Record the kinds of birds observed, and teach them to identify birds by significant characteristics like the red male and green female cardinals, the black caps and white cheeks of the chickadee.
 - Encourage 4-year-olds to help you plan and plant a garden. They will love to water plants daily and will enjoy measuring plant growth.
 - Encourage multicultural awareness through representative dolls, puppets, pictures, and books. Encourage cultural aspects of all the families, and learn recipes, songs, and information about cultural celebrations.
 - Expand dramatic play by providing a variety of props for themes like grocery store, pizza parlour, birthday party, and firefighter.
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- asks a lot of questions, including ones on birth and death
- enjoys singing simple songs, rhymes, and nonsense words
- adapts language to listener's level of understanding. To baby sister: "Daddy go bye-bye." To Mother: "Daddy went to the store to buy food."
- learns name, address, and phone number, if taught
- asks and answers who, what, when, why, and where questions
- continues one activity for 10-15 minutes
- names 6-8 colors and 3 shapes
- follows 2 unrelated directions (put your milk on the table and get your coat on)
- has basic understanding of concepts related to number, size, weight, colors, textures, distance, position, and time
- understands immediate passage of time as in what happened yesterday, but does not understand calendar time
- has long attention span and finishes activities
- understands and remembers own accomplishments
- may add "ed" to words. "I goed to the door and put-ed the cat outdoors. He hurt-ed me."

- and animal figures
- threads small beads on a string
- catches, bounces, and throws a ball easily
- likes to gallop, turn somersaults, climb ladders and trees, hop on one foot

SOCIAL AND EMOTIONAL DEVELOPMENT

- enjoys playing with other children
- takes turns and shares (most of the time); may still be rather bossy
- seeks out adult approval
- understands and obeys simple rules (most of the time)
- changes the rules of a game as she goes along
- likes to talk and carries on elaborate conversations
- capable of feeling jealous
- persistently asks why
- boastful - enjoys showing off and bragging about possessions
- fearful of the dark and monsters
- begins to understand danger - at times can become quite fearful
- has difficulty separating make-believe from reality
- lies sometimes to protect self and friends, but doesn't truly understand the concept of lying - imagination often gets in the way
- may name call, tattle freely
- likes to shock others by using "forbidden" words
- expresses anger verbally rather than physically (most of the time)
- still throws tantrums over minor frustrations
- imitates parent of the same sex, particularly in play
- enjoys pretending, often with imaginary playmates
- pretending goes far beyond "playing house" to more elaborate settings like fire station, school, shoe store, ice cream shop
- loves to tell jokes that may not make any sense at all to adults
- can feel intense anger and frustration
- has vivid imagination and sometimes imaginary playmates
- enjoys dramatic play and role playing

TYPICAL CHILDHOOD DEVELOPMENT

AGES & STAGES - FIVE-YEAR-OLDS

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Five-year-olds are cheerful, energetic, and enthusiastic. They enjoy planning, and spend a great deal of time discussing who will do what. They especially enjoy dramatic play, usually with other children. Five-year-olds are more sensitive to the needs and feelings of others around them. It is less difficult for them to wait for a turn or to share toys and material. "Best friends" become very important.

Many 5-year-olds will be going to kindergarten. Be sensitive to the needs of a 5-year-old returning from school. She may want to rest, play by herself, be free for a while from adult-directed activity, or catch up with the group happenings. Pace afternoon kindergarten children during the day with a balance of rest and activity. All-day kindergarten children need to be given every consideration when they return to your home as they may be tired, talkative, hungry, or wanting to share the day's happenings.

SOCIAL AND EMOTIONAL DEVELOPMENT

- invents games with simple rules
- organizes other children and toys for pretend play
- still confuses fantasy with reality sometimes
- often fears loud noises, the dark, animals, and some people
- can take turns and share, but doesn't always want to
- expresses anger and jealousy physically
- likes to test muscular strength and motor skills, but is not emotionally ready for competition
- carries on conversations with other children and adults
- often excludes other children in play - best friends only

PHYSICAL DEVELOPMENT

- weight: 31-57 pounds
- height: 39-48 inches
- requires approximately 1,700 calories daily
- sleeps 10-11 hours at night
- may begin to loose baby teeth
- able to dress self with little assistance
- learns to skip
- throws ball overhead
- catches bounced balls
- rides a tricycle skillfully; may show interest in riding a bicycle with training wheels
- balances on either foot for 5-10 seconds
- uses a fork and knife well
- cuts on a line with scissors
- left or right hand dominance is established
- walks down stairs, alternating feet without using a handrail
- jumps over low objects
- can run, gallop, and tumble

- uses swear words or "bathroom words" to get attention
- sometimes can be very bossy
- likes to try new things and take risks
- likes to make own decisions
- notices when another child is angry or sad - more sensitive to feelings of others
- prefers company of 1 or 2 children at a time; may become bossy or sulky when others join in
- likes to feel grown up; boasts about self to younger, less capable children
- begins to have a very basic understanding of right and wrong
- plays contentedly and independently without constant supervision
- takes turns and shares (sometimes)
- understands and respects rules - often asks permission
- understands and enjoys both giving and receiving
- enjoys collecting things
- sometimes needs to get away and be alone
- can understand relationships among people and similarities and differences in other families
- seeks adult approval
- sometimes critical of other children and embarrassed by own mistakes
- less fearful of the world than toddlers because understands the world better
- has a good sense of humor, and enjoys sharing jokes and laughter with adults

- can skip and run on tiptoe
- can jump rope
- interested in performing tricks like standing on head, performing dance steps
- capable of learning complex body coordination skills like swimming, ice or roller skating, and riding bicycles
- may be able to tie shoelaces
- may be able to copy simple designs and shapes

INTELLECTUAL DEVELOPMENT

- understands about 13,000 words
- uses 5-8 words in a sentence
- likes to argue and reason; use words like "because"
- knows basic colors like red, yellow, blue, green, orange
- able to memorize address and phone number
- understands that stories have a beginning, middle, and end
- able to remember stories and repeat them
- enjoys creating and telling stories
- understands that books are read from left to right, top to bottom
- enjoys riddles and jokes
- draws pictures that represent animals, people, and objects
- enjoys tracing or copying letters
- can place objects in order from shortest to tallest
- can understand and use comparative terms like big, bigger, or biggest
- sorts objects by size
- identifies some letters of the alphabet and a few numbers (if taught)
- understands "more," "less," and "same"
- counts up to 10 objects
- recognizes categories ("These are all animals; these are all toys.")
- understands before and after, above, and below
- block and dramatic play is much more elaborate and complex
- has good attention span and can concentrate well
- is project minded - plans buildings, play scenarios, and drawings
- interested in cause and effect
- can understand time concepts like yesterday, today, and tomorrow

- Give opportunities to express dramatic and creative interest. Teach children how to move their bodies to dramatize the opening of a flower, falling snow, leaves, or rain; wiggly worms and snakes; and laundry blowing in the wind.

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IDEAS FOR CAREGIVERS

- Encourage body coordination and sense of balance by playing "Follow the Leader" with skipping, galloping, and hopping. Skip or jump rope to music, teach folk dances and games, provide a balance beam, a tree for climbing, and a knotted rope suspended from a sturdy frame.
- Teach sack-walking and "twist-em," "statue," or "freeze" games to provide an outlet for their drive for physical activity.
- Play games that can teach right and left directions, like "Hokey-Pokey," "Looby-Loo," and "Simon Says."
- Help children learn to use a pair of scissors by letting them cut out coupons.
- Provide a plastic needle, thread, and beads to encourage small muscle development.
- Provide carpentry, take-apart, and put-together experiences with junk clocks and old small appliances.
- Show children how to repair toys and books.
- Add drama to your reading sessions each day by using different voices for different characters. While reading a familiar story, stop before the end and ask children to add their own end to the story.
- Ask 5-year-olds to tell you a story. Write it down and post it on the wall or refrigerator.
- Ask "what if" questions. What if there were 5 little pigs instead of 3? What if Little Red Riding Hood saw a rabbit instead of a wolf?
- Involve children in writing "thank-you" notes, holiday greeting cards, and letters. If a 5-year-old enjoys copying letters, let him dictate a short message to you and copy it from your writing. Old typewriters are favorite writing tools.
- Give 5-year-olds opportunities to sort, group, match, count, and sequence with real life situations such as setting the table, counting the number of turns, sorting out socks, and matching fabric swatches. Lotto games and card games such as "fish" involve matching pairs.
- Help children learn to make rules and play simple games by providing opportunities for them to play in small groups.
- Help children understand and cope with strong feelings by giving them words to use when they are angry. "I can see you are SAD about going home, ANGRY at your friend"
- Observe how a child plays with other children. Teach him to request, bargain, negotiate, and apologize.
- Take questions seriously. Talk to children about what happens and why. Give answers they can understand.
- Specific praise helps children understand the true value of their actions. Say "Stacking those toys on the shelf that way really helped - thanks!" rather than "You did a good job!"
- Provide a comfortable place to be alone. A large cardboard box makes a wonderful hideaway.
- Take fears seriously. Reassure children that you will make sure that nothing bad will happen to them.
- Allow 5-year-olds some privacy in the toilet. Remind them to wash their hands until it becomes a habit.
- Be patient with the untidiness and clutter. Allow plenty of time to clean up. It helps to store and organize materials on low, open shelves so that they can be found and put away easily.
- Five-year-olds will show an increasing interest in numbers. Encourage them to count anything of interest - cups, leaves, drums, bells, number of children absent, meters, etc.
- Encourage interest in jokes, nonsense, and riddles by reading humorous stories, riddles, and nonsense rhymes. Join them in jokes from school, books, and TV.

